

# What Do I See Now When I Picture Saturn?

*Cassini's view from 35 million miles away.*



## LESSON TIME

*1 hour*

## MATERIALS CHECKLIST

- Crayons
- Colored pencils
- Pencils
- Saturn Discovery Logs

## LESSON NO. 10

- *Language Arts Focus — Nonfiction Writing Practice: Illustrations with Text; Compare and Contrast*
- *Science Focus — Post-Assessment of Scientific Ideas and Understanding*

### OVERVIEW

Students are coming to the end of their journey of discovery about Saturn, Cassini, and nonfiction. To reflect on what they have learned, students repeat the exercise that they did at the beginning of the unit in Lesson 1. They draw everything they picture when they hear the words Saturn and Cassini, and add labels and captions to their drawing. Students look back at their first exercise and compare the two. They end the lesson by sharing their work with a partner.

### WHY THIS WORKS

While teachers are often the main observers of student growth, giving students the opportunity to observe their own development is a powerful tool. This lesson provides students with the opportunity to reflect on their learning.

## Objectives

Teachers will:

- Learn how students' understanding of Saturn and Cassini has changed throughout the unit.

Students will:

- Learn how their understanding of Saturn and Cassini has changed throughout the unit.

## Teacher Preparation

- Make sure students have their Saturn Discovery Log entries from the first lesson so they can compare their "before" and "after" work.
- Write this prompt on the board where students can see it: "Draw everything that you picture when you hear the words Saturn and Cassini. Add labels to your drawing."



## What to Do

*Introduce the Activity — Suggested time 5 minutes*

1. Draw the students' attention to the writing prompt you have written on the board: "Draw everything that you picture when you hear the words Saturn and Cassini. Add labels to your drawing."
2. Explain to the class that they are going to spend 20 minutes drawing everything they picture when they hear these two words — "Saturn" and "Cassini."
3. Explain that they are going to add labels or captions to the drawing.
4. Tell the students that they will be comparing this illustration with text to the one they did on the first day of the unit.

*Draw and Write in Saturn Discovery Log — Suggested time 20 minutes*

1. Circulate and ask students to tell you more about what they are drawing.
2. Encourage them to add what they say to the captions.

*Compare "Before and After" Drawings — Suggested time 15 minutes*

1. Ask the students to refer back to their first log entry.
2. Tell the students you would like them to study the two entries and compare them.
3. Have students write what they noticed when they compared the two illustrations with text.

*Share with a Partner — Suggested time 10 minutes*

1. Have students share their illustrated text and comparison with a partner.
2. Have the partners take turns sharing one thing they liked about their partners' work.

*Share with the Class — Suggested time 10 minutes*

1. Ask if any students would like to share what they noticed about the "before and after" work with the class.
2. Ask students to write their names and dates on their work and put it inside their Saturn Discovery Logs.

## Extension

*Another "Before and After" Exercise*

You may also have students repeat Lesson 2 of the unit (look at images and write "I notice, know, and wonder") and then write a comparison of the differences that they notice in the class response.



## Assessment

As you review the students' work, ask yourself the following questions:

1. Where do I see growth in the student's understanding of Saturn and Cassini?

Look at the two illustrations with text, and read over each student's observations of the "before and after." Write notes on the comparison to support the child's observations, and add any other observations that you might have.

2. Are there any misunderstandings that I would like to address?

If so, at this point since the unit is almost complete, you may want to have a one-on-one conversation with the child, if it seems like a misunderstanding or lack of knowledge that the child is ready to learn more about.

## Standards

*National Council of Teachers of English and International Reading Association Standards for the English Language Arts*

All students must have opportunities to:

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

*National Science Education Standards*

As a result of their activities in grades K–4, all students should develop an understanding:

- Of objects in the sky (Earth and Space Science).



- The Before and After illustrations with text are useful to share with parents at conferences to provide visual evidence of the child's learning.
- You may want to note how the child performs on this type of assessment vs. other types of assessments to gain a better sense of his or her strengths.

